

# SLOs: Crosswalk to Professional Practice

## *Increasing Student Achievement, Advancing Teacher Practice*



**About this document:** This document provides a crosswalk between key steps in the SLO process and the indicators set forth by the National Board for Professional Teaching Standards (NBPTS). It is intended for use as both a training and reference tool for teachers and administrators. A sample completed version is also available.

**About the Community Training and Assistance Center (CTAC):** CTAC is a national nonprofit organization with a demonstrated 37-year record of success in the fields of education and community development. Working at local, state, and national levels, CTAC achieves significant, long-term improvements in areas such as student achievement, teacher and principal effectiveness, school and district turnaround, and organizational capacity. CTAC introduced Student Learning Objectives (SLOs) nationally through a groundbreaking partnership with the Denver Public Schools and Denver Classroom Teachers Association. SLOs are now being implemented in more than 30 states across thousands of school districts in the United States. CTAC has more than 17 years of national leadership experience providing technical assistance, informing practice and policy, and evaluating SLOs.



30 Winter Street • Boston, MA 02108

T: 617.423.1444 • E: [ctac@ctacusa.com](mailto:ctac@ctacusa.com) • [www.ctacusa.com](http://www.ctacusa.com)

# Crosswalk to Professional Practice

*The SLO process builds on teachers' craft knowledge and frames many existing expectations for educators. For the following indicators, reflect on how engaging in the SLO process provides evidence of professional practice.*

<b>NBPTS Core Proposition 1. Teachers are committed to students and their learning.</b>	
Standard Indicator	Evidence generated in the SLO process
1.1 The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.	
1.2 The teacher demonstrates an understanding of how students develop and learn.	
1.3 The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.	
<b>NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teacher those subjects to students.</b>	
Standard Indicator	Evidence generated in the SLO process
2.1 The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.	
2.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.	
2.3 The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.	

# Crosswalk to Professional Practice

*The SLO process builds on teachers' craft knowledge and frames many existing expectations for educators. For the following indicators, reflect on how engaging in the SLO process provides evidence of professional practice.*

<b>NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.</b>	
Standard Indicator	Evidence generated in the SLO process
3.1 The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.	
3.2 The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.	
3.3. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.	
<b>NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.</b>	
Standard Indicator	Evidence generated in the SLO process
4.1 The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.	
4.2 The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.	
<b>NBPTS Core Proposition 5. Teachers are members of learning communities.</b>	
Standard Indicator	Evidence generated in the SLO process
5.1 Teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.	
5.2 Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.	

# Crosswalk to Professional Practice

Reflect back on the evidence of professional practice generated in the SLO process and identify where the evidence can be located. This will usually be either a phase of the SLO process or an SLO element.

<b>NBPTS Core Proposition 1. Teachers are committed to students and their learning.</b>	
Standard Indicator	SLO Element and/or Process Phase
1.1 The teacher recognizes individual differences and knows the backgrounds, abilities, and interests of his or her students and uses this information to differentiate his or her approaches to students and to instruction.	
1.2 The teacher demonstrates an understanding of how students develop and learn.	
1.3 The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.	
<b>NBPTS Core Proposition 2. Teachers know the subjects they teach and how to teach those subjects to students.</b>	
Standard Indicator	SLO Element and/or Process Phase
2.1 The teacher demonstrates an understanding of how knowledge and skills in his or her subject domain are created, organized, and linked to those of other disciplines as appropriate.	
2.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to ensure mastery of the content.	
2.3 The teacher plans instruction rich in higher order thinking to meet clearly identified goals and objectives for student learning.	

<b>NBPTS Core Proposition 3. Teachers are responsible for managing and monitoring student learning.</b>	
Standard Indicator	SLO Element and/or Process Phase
3.1 The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.	
3.2 The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.	
3.3. The teacher employs multiple methods to regularly measure student growth and progress and uses this information to provide feedback to students and adjust instructional decision making.	
<b>NBPTS Core Proposition 4. Teachers think systematically about their practice and learn from experience.</b>	
Standard Indicator	SLO Element and/or Process Phase
4.1 The teacher analyzes sources of evidence as he or she continually reflects on professional practice, using information about the needs of students to make decisions about goals for professional growth.	
4.2 The teacher uses current research-based resources, feedback from others, and professional learning opportunities to accomplish professional growth.	
<b>NBPTS Core Proposition 5. Teachers are members of learning communities.</b>	
Standard Indicator	SLO Element and/or Process Phase
5.1 Teacher contributes to school effectiveness by collaborating with other professionals on activities that support school improvement and student learning.	
5.2 Teacher engages in ongoing communication and collaboration with students' homes and caregivers and takes advantage of community resources to enhance student learning and school effectiveness.	